EDUCATIONAL THEORY

Index to Volume 25

Ames, Russell E.—A Methodology of Inquiry for Self Concept, 314.

Benedict-Gill, Diane—A Subject Matter Description of Moral Education, 103.
Berson, Robert—The Educational Situation and the Realm of Values, 125.
Bhattacharya, N. C.—Inquiry, Values, and Growth: A Re-Assessment of Dewey's Theory of Valuation, 92.

Cochrane, Don—Teaching and Creativity: A Philosophical Analysis, 65.
Concept of Structure in Relation to the Learning Process, The—David Mollet, 354.
Concepts of Mind and Intelligence in Educational Theory—Foster McMurray, 234.
Content and Process in Moral Reasoning: Response to Robert Craig—David Swanger, 203.
C/PBTE: An Investigation in the Philosophy of Social Science and Competency/Performance Based Teacher Education—James S. Kaminsky, 303.
Critique of the Command Theory of Authority, A—Peter Goldstone, Donald Tunnell, 131.
Curricular Metaphors: From Scientism to Symbolism—Steven Selden, 243.

Denton, David—Open Education: Search for a New Myth, 397.
Development and the Educational Enterprise—J. McVicker Hunt, 333.
John Dewey, Horace Meyer Kallen and Cultural Pluralism—Jay Wissot, 186.

Education, Initiation, and Innovation—Donald Withey, 139.
Educational Situation and the Realm of Values, The—Robert Berson, 125.
Educational Theory: An Introduction—Review Article—Kenneth A. Strike, 436.

Free-Will and the Undesirability of Moral Education—David Gordon, 407.
Friedman, Martin S.—A Response to President Soltis, 226.
Functional Analysis of Behavior, The—Edward G. Rozycki, 278.

Goldstone, Peter—A Critique of the Command Theory of Authority, 131.
Gordon, David—Free-Will and the Undesirability of Moral Education, 407.

Hamm, C. M.—The Role of Habit in Moral Education, 417.
Hardie, C. D.—Inductive Learning, 40.
Haynes, Felicity—Metaphor as Interactive, 272.
Hirsch, Jerry—Jensenism: The Bankruptcy of "Science" Without Scholarship, 3.
Hunt, J. McVicker—Development and the Educational Enterprise, 333.

Idealism: A Clarification of an Educational Philosophy—John Paul Strain, 263.
Inductive Learning—C. D. Hardie, 40.
Inquiry, Values, and Growth: A Re-Assessment of Dewey's Theory of Valuation—N. C. Bhattacharya, 92.

Jensenism: The Bankruptcy of "Science" Without Scholarship—Jerry Hirsch, 3.
Johnson, Henry—Not One "Unnecessary Wriggle": Some Questions About the Presuppositions of C/PBTE, 156.
Judgement and the Curriculum—A. Wake, J. Mackenzie, 359.

Kaminsky, James S.—C/PBTE: An Investigation in the Philosophy of Social Science and Competency/Performance Based Teacher Education, 303.
Kapunan, Salvador—Teaching Implies Learning, 362.
Kennedy, Dale—R. S. Peters' Concept of Character and the Criterion of Consistency for Actions, 54.
Knowing the Feelings of Others: A Requirement for Moral Education—R. Graham Oliver, 116.

Logical Status of Questions, The—Rodney P. Riegle, 379.

Mackenzie, J.—Judgement and the Curriculum, 359.
Macklin, Michael—Those Misconceptions Are Not Illich's, 323.
McMurray, Foster—Concepts of Mind and Intelligence in Educational Theory, 234.
Marantz, Haim—A Note on Educational Reductionism, 330.
Marshall, J. D.—Punishment and Education, 148.
Metaphor as Interactive—Felicity Haynes, 272.
Methodology of Inquiry for Self Concept, A—Russell E. Ames, 314.
Mollet, David—The Concept of Structure in Relation to the Learning Process, 354.
Must We Educate?—Review Article—Donald Tunnell, 429.

Not One "Unnecessary Wriggle": Some Questions About the Presuppositions of C/PBTE—Henry Johnson, 156.
Note on Educational Reductionism, A—Haim Marantz, 330.

Observations on the Logical Bases of Educational Policy—Robert E. Tostberg, 74.
Oliver, R. Graham—Knowing the Feelings of Others: A Requirement for Moral Education, 116.
Open Education: Search for a New Myth—David E. Denton, 397.
Oppenheim, Frank M., S.J.—Josiah Royce As Teacher, 168.
Ortony, Andrew—Why Metaphors Are Necessary and Not Just Nice, 45.

Paradigms in Educational Inquiry—Jerome A. Popp, 28.
Pedagogic Theory and the Search for Being—Irvin K. Rice, 389.
R. S. Peters' Concept of Character and the Criterion of Consistency for Actions—Dale Kennedy, 54.
Phillips, D. C.—Popper and Pragmatism: A Fantasy, 83.
Philosophy of Education: Retrospect and Prospect—P.E.S. Presidential Address—Jonas F. Soltis, 211.
Popp, Jerome A.—Paradigms in Educational Inquiry, 28.
Popper and Pragmatism: A Fantasy—D. C. Phillips, 83.
Punishment and Education—J. D. Marshall, 148.

Reply to Wingerter—Donald Vandenberg, 202.
Response to President Soltis, A—Martin S. Friedman, 226.
Response to President Soltis—Philip G. Smith, 223.

Rice, Irvin K.—Pedagogic Theory and the Search for Being, 389.
Riegle, Rodney P.—The Logical Status of Questions, 379.
Role of Habit in Moral Education, The—C. M. Hamm, 417.
Josiah Royce as Teacher—Frank M. Oppenheim, S.J., 168.
Rozycki, Edward G.—The Functional Analysis of Behavior, 278.

Scudder, John, Jr.—Why Buber Would Not Endorse a Pseudo-Existentialist, 197.
Selden, Steven—Curricular Metaphors: From Scientism to Symbolism, 243.
Smith, Philip G.—Response to President Soltis, 223.

Soltis, Jonas F.—Philosophy of Education: Retrospect and Prospect—P.E.S. Presidential Address, 211.
Strain, John Paul—Idealism: A Clarification of an Educational Philosophy, 263.
Strike, Kenneth A.—Review of T. W. Moore, *Educational Theory: An Introduction*—Review Article, 436.
Subject Matter Description of Moral Education, A—Diane Benedict-Gill, 103.
Swanger, David—Content and Process in Moral Reasoning: Response to Robert Craig, 203.

Teaching and Creativity: A Philosophical Analysis—Don Cochrane, 65.
Teaching Implies Learning—Salvador Kapunan, 362.
Those Misconceptions Are Not Illich's—Michael Macklin, 323.
Tostberg, Robert E.—Observations on the Logical Bases of Educational Policy, 74.
Tunnell, Donald—A Critique of the Command Theory of Authority, 131.
Tunnell, Donald—Review of Carl Bereiter, *Must We Educate?*—Review Article, 429.

Vandenberg, Donald—Reply to Wingerter, 202.

Wake, A.—Judgement and the Curriculum, 359.
Why Buber Would Not Endorse a Pseudo-Existentialist—John Scudder, Jr., 197.
Why Metaphors Are Necessary and Not Just Nice—Andrew Ortony, 45.
Wissot, Jay—John Dewey, Horace Meyer Kallen and Cultural Pluralism, 186.
Withey, Donald—Education, Initiation and Innovation, 139.

BOOK REVIEWS

(Reviewer's Name in Parenthesis)

Bereiter, Carl, *Must We Educate?* (Donald Tunnell), 429.
Moore, T. W., *Educational Theory: An Introduction* (Kenneth A. Strike), 436.